

Pupil premium strategy statement – *[insert school name]*

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	520
Proportion (%) of pupil premium eligible pupils	49% (257 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2014
Date on which it will be reviewed	December 2025
Statement authorised by	P.Key
Pupil premium lead	S.Lahoria K.Brace
Governor / Trustee lead	J.Cronin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£378.880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£378.880

Part A: Pupil premium strategy plan

Statement of intent

Our intent is to minimise the gaps and challenges experienced by disadvantaged pupils, so that they may engage with school in a positive manner, achieve to the best of their ability and participate in the wider world.

We recognise that the Early Years is an essential phase of child development, and that future success can be predicted from when children reach Early Learning Goals. In order to support this, and ensure our most vulnerable children are able to reach this expected standard of attainment, we will focus on Early Years development for our pupil Premium students.

This three-year strategy intends to support students who may experience a range of barriers at home and school. We want our students to:

- Attend school regularly, and punctually, in order to maximise learning opportunities.
- Speak fluently, with confidence and knowledge, about a range of subjects, to prepare them for presentations, discussions and their future in the wider world.
- Enrich their learning experiences with extracurricular clubs, trips and activities.
- Attain and succeed to a high level of academic success, in-line with their peers, who may not experience the same disadvantages.

These intentions, in conjunction with high-quality teaching, are at the heart of our strategy

We are also aware that some children, who may qualify for Pupil Premium Grant, do not have academic attainments 'gaps', and are academically parallel, or even above their non-disadvantaged peers. However, with targeted actions, these pupils are capable of reaching Greater Depth status at the end of KS2. Thus, we will adopt flexible approaches that will build incremental gains in attainment, for these children, as required. .

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge		
1 Oracy	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.		
2 EYFS attainment	Last strategy revealed that 23% of PP children achieved GLD, whereas 77% of PP did not achieve GLD. National Average was 67.7%, however children with FSM nationally attained 51.7% (PP was not specifically identified). Local comparisons within Birmingham showed a FSM GLD pass rate of 59.3%.		
3 Attainment gap	Across EYFS, KS1 and KS2 Pupil Premium children tend to be outperformed by non PP students. Formative assessment will support staff in targeting teaching throughout the year, aiming to minimise this gap in attainment.		
	Phase	PP attainment	Non PP attainment
	EYFS	23% PP attained GLD.	48%
	KS1	Reading- 46% of achieved ARE Writing- 36% achieved ARE, Maths- 49% of achieved ARE,	Reading- 54% non-PP. Writing 40% non-PP. Maths- 60% non-PP.
	KS1 phonics screen	74% of PP children passed	77% of cohort passed
	KS2	Reading- 58% At or Above ARE Writing - 56% At or Above ARE Maths- 48% At or Above ARE	Reading- 70% non PP Writing- 66% non PP. Maths- 74% non PP.
4 Attendance	Last strategy revealed 80 Pupil Premium children were identified as having attendance concerns, missing approximately 20 days per academic year or more, which equates to 49% of children with attendance concerns being PP. A whole school initiative is required.		
5 Enrichment	After reviewing the previous strategy, it was revealed that not enough PP children are attending clubs, enjoying trips and wider social capital and cultural experiences. Approximately 9 to 20% was an average rate of pupil premium participation in extracurricular clubs.		

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1 Oracy To improve speaking and listening skills, including discussion, debate, fluency and presentation skills.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Children's speech and language skills do not hinder them accessing the curriculum in an age appropriate way.
2 EYFS attainment To increase GLD attainment.	In 2023/24, our internal rate of success was 23% for pupil premium, which is significantly below the national average of 67%. Reception target for attaining Good Level of Development (GLD) is 60% in the year 2024/25. Yearly reviews will help decide new targets for the remainder of this three-year policy.
3 Attainment gap To reduce attainment gap between PP and non- PP across Reading, Writing and Maths.	On average, non-disadvantaged pupils out perform their disadvantaged peers by approximately 10% throughout the course of time at primary school. From Y2 to Y6, the school trend reveals that pupil premium students have an attainment gap of : Reading 10% , Writing, 9% and Maths 10%, compared to their non-disadvantaged peers. This is an average of difference between PP and non-PP children. Some year groups have greater gaps; some have less. We seek to reduce this attainment differential and minimise the difference in rates of success for PP children.
4 Attendance To achieve and sustain improved attendance for pupils, particularly PP children.	Government targets are 95%, however, our average school rate of attendance was _____ % for the year 2023/24. Therefore, we are aiming to increase attainment to 93% in the year 2024-25, with annual reviews and new aspirational targets being created for the remainder of this strategy. Attendance has been a challenge, historically, with both PP and non-PP children showing areas of concern. Of the 164 pupils identified as missing 20 or more days in education, 49% were pupil premium, and 51% were non-pupil premium. This requires a whole-school targeted approach.
5 Enrichment To increase PP participation in clubs, trips and enrichment activities.	Providing a range of clubs, offering sports, arts, creative and academic opportunities for PP children to engage with. Encourage PP participation by offering to PP children first, and giving priority on places. Any trips planned for the school year can be funded to allow PP children to attend. 100% PP attendance is the expectation for school trips.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities.	Oral language interventions EEF# Rosenshine	1, 2, 5
Purchase of EAL resources.		1, 2, 3
Subscriptions to support targeted teaching of attainment gaps	E.G. Testbase,	3
Purchase of standardised diagnostic assessments (NFER)	EEF Standardised Tests and Monitoring Pupil Progress	3
<i>Rosubt internal assessment system</i>	Including staff training, updating assessment criteria (English and Maths)	3, 2,

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed
N/A	0	0

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set in DfE's Improving School Attendance		4, 3
Improving lunchtimes through our School Values initiative.		5
Purchase of OPAL scheme.		5
Purchase of creative art resources	Charanga	5
Funding / subsidising costs of trips and visits.		5
Explicit teaching of values.		All
Contingency funding for acute issues.		All

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of the 2021-2024 Pupil Premium Strategy has been conducted.

The 2024/25 document, outlined here, represents the first year of a new strategy.

Actions are based on the review of the previous strategy.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
O TRACK	
Grammarsaurus	
National College	
NFER	
OPAL	

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

Additional activity Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium premium.

That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration.

Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We also had a visit from our School Improvement Partner to support us in reviewing what provision we have in place for our most disadvantaged pupils. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.